DOCUMENT RESUME

ED 146 442 08 CE 013 734

TITLE Post-Secondary Vocational-Technical Teacher Training, 1975-1976. Final Report.
INSTITUTION ETV Consortium C, Houston, Tex.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE 76
NOTE 92p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Community Colleges; Consortia; Credit Courses; Delivery Systems; *Educational Needs; Education Courses; *Inservice Teacher Education; Junior Colleges; Needs Assessment; *Post Secondary Education; Program Descriptions; Program Effectiveness; Program Evaluation; *Teacher Education; Technical Education; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS Texas

ABSTRACT

Objectives of a training project for a consortium of colleges were to provide on-site assistance to new vocational technical teachers, conduct approved teacher education courses for eligible personnel, assist the state in conducting workshops for vocational technical personnel, develop needs assessment and delivery system with community colleges, assist in field testing national occupational competency testing, and provide other services throughout the year for professional improvement of postsecondary vocation technical personnel. A comprehensive needs assessment was conducted and a delivery system consisting of workshops, formal courses, and student self-instructional modules was developed. Four graduate-level classes were taught at consortium colleges and seven workshops with 166 participants were conducted. The four classes were widely accepted by the teachers, and although the workshops were limited in content and numbers, they seemed to benefit the teachers in attendance. Sets of self-instructional modules made available to the participating community colleges were not widely used. Nothing was done with occupational testing and that part of the project was dropped. Conclusions were that although the expertise of the teacher educators was not fully utilized, the project was a beginning in providing a needed service, and it was recommended that it be continued and intensified. (The major portion of this report--sixty-three pages--is comprised of appendixes presenting the project budget, needs assessment instruments and data, teacher and administrator reactions and evaluations, course outlines, and participant data.) (BL)

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FINAL REPORT

Post-Secondary Vocational-Technical Teacher Training

1975-1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Project Funded through the Division of Occupational Education and Technology, Texas Education Agency, Austin, Texas by the United States Office of Education and Coordinated by EPD Consortium C, Houston, Texas.

CE 013 734

TABLE OF CONTENTS

	Page
INTRODUCTION AND BACKGROUND	1
OBJECTIVES	1
ACTIVITIES	4
Needs Assessment	4
Delivery System	6
Workshops	6
Formal Courses	8
Self-Instructional Modules	9
RESULTS	10
EVALUATION	12
Conclusions	13
Recommendations	14
APPENDICES	16
Appendix A - Budget	16
Appendix B - Needs Assessment	21
Appendix C - Teacher and Administrstors' Reactions and Evaluations	62
Appendix D - Course Outlines	69
Appendix E - Participant Data	79

LIST OF FIGURES

	Page
Figure 1 - EPD Consortium C Area.....	2
Figure 2 - Colleges and Universities.....	3
Figure 3 - Delivery System.....	7

LIST OF TABLES

Page

Table I - Population and Sample..... 5

Table II - Survey Responses..... 5

Table III - Workshops..... 8

Table IV - Formal Courses..... 9

INTRODUCTION AND BACKGROUND

Planning activities for the Post-Secondary Vocational-Technical Teacher Training Project began early in 1975. An Advisory Committee, composed of a representative from each of the participating universities, three Education Service Center Directors, three public school superintendents, a member of the State Advisory Council for Vocational Education, two Texas Education Agency staff members, and the Chairman of the Southeast Council of Higher Education, was created to aid in the project planning. The project was funded (Appendix A-Budget) and officially began July 1, 1975.

The primary focus of this project was to provide both pre-service and in-service training to vocational-technical teachers within the EPD Consortium C area (Figure 1). Dr. Lynn Douglas was employed August 15, 1975 and Dr. Tom Leighton was employed January 1, 1976. These two teacher educators were employed to conduct workshops, provide on-site assistance, and to teach formal college courses.

Working through six area universities, the teacher educators provided both formal college courses and workshops to the faculty of ten area junior and community colleges (Figure 2).

PROJECT OBJECTIVES

Specific objectives of the Post-Secondary Vocational-Technical Teacher Training Project were:

1. Provide on-site assistance to new vocational-technical teachers who have not had the benefit of approved teacher education or courses preparing them for their vocational-technical assignment.
2. Conduct approved teacher education courses for eligible vocational-technical personnel.

Figure 1

EPD CONSORTIUM C AREA

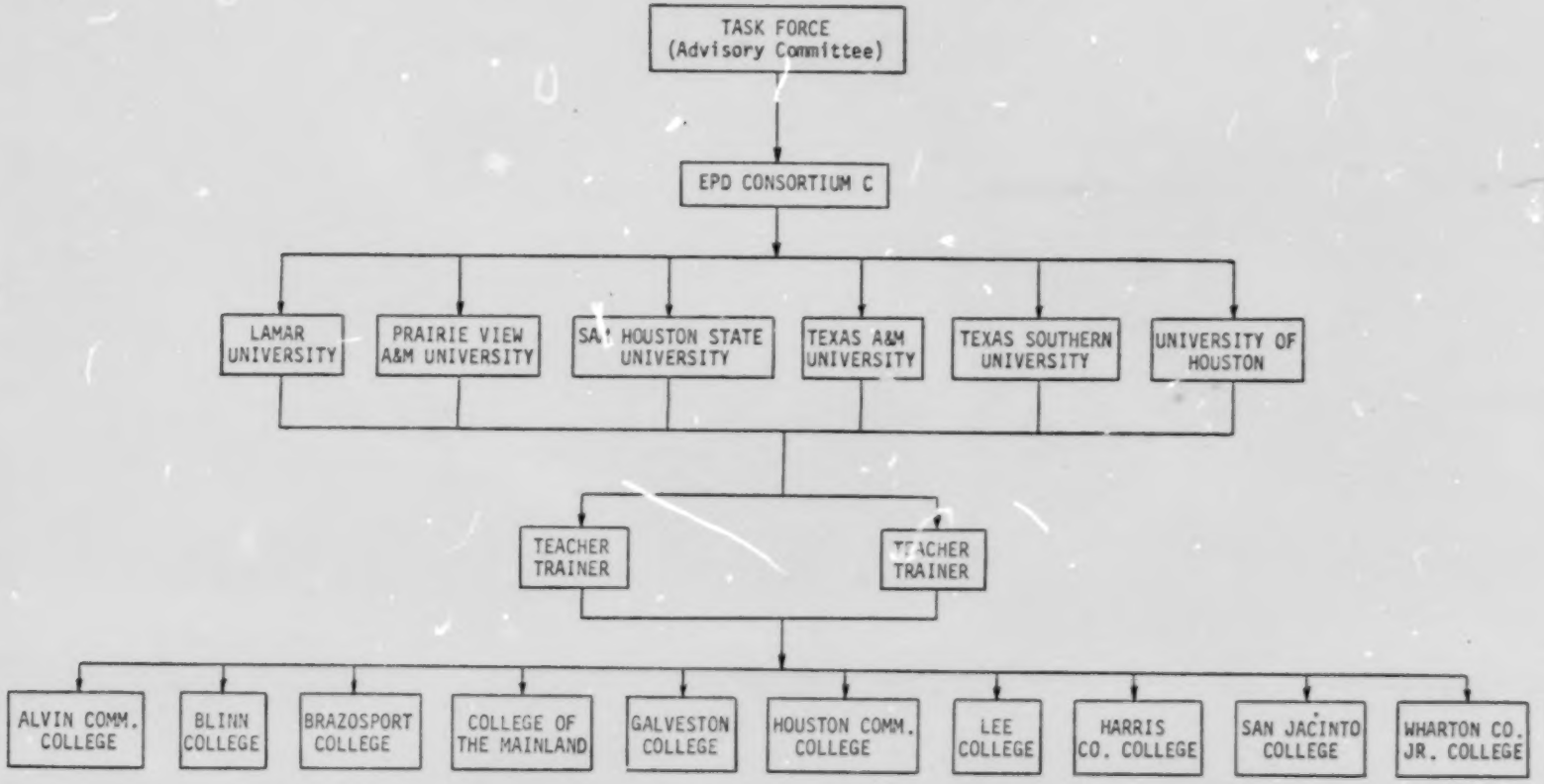

Figure 2

COLLEGES AND UNIVERSITIES

3. Assist the staff of the Department of Occupational Education and Technology, Texas Education Agency, in conducting workshops for vocational-technical personnel.
4. Develop needs assessment and delivery system with community colleges.
5. Assist in field testing national occupational competency testing.
6. Provide other services throughout the year needed by the Department of Occupational Education and Technology for professional improvement of post-secondary vocational-technical personnel.

PROJECT ACTIVITIES

After spending several days visiting with the various community colleges and universities, project activities truly began.

Needs Assessment

The first major activity was to develop and conduct a comprehensive needs assessment (Appendix B). Two instruments were developed. The first instrument was sent to the ten community college vocational-technical deans. The second instrument was sent to 428 vocational-technical teachers. (See Table I)

The survey was mailed out on September 15, 1975 and the study was concluded one month later on October 15, 1975. Table II represents actual returns.

The responses from both deans and teachers were carefully analyzed. Based on data analysis, planning began for both workshops and formal college courses. For detailed information concerning the Needs Assessment results refer to Appendix B.

TABLE I

POPULATION AND SAMPLE

Junior College	Deans	Faculty
Alvin Junior College	1	38
Blinn College	1	6
Brazosport Junior College	1	23
College of the Mainland	1	25
Galveston College	1	41
Houston Community College	1	125
Lee Junior College	1	50
North Harris County Junior College	1	12
San Jacinto College	1	73
Wharton County Junior College	1	35
Totals	10	428

TABLE II

SURVEY RESPONSES

Institution	Deans	Teachers	Percentage/Teachers by Institution
Alvin Jr. College	1	29	76%
Blinn College	1	6	100%
Brazosport Jr. College	1	21	91%
College of the Mainland	1	18	58%
Galveston College	1	15	37%
Houston Community College	1	81	65%
Lee Junior College	1	32	64%
N. Harris County Jr. College	1	10	83%
San Jacinto College	1	28	38%
Wharton County Jr. College	0	28	80%
Total	9	268	63%

Delivery System

After concluding the Needs Assessment, the next problem was to meet the needs. A delivery system (Figure 3) was developed and seems to have worked well.

Activities, such as, workshops, formal courses, or utilization of self-instructional modules were planned. Approvals for and coordination of these activities were determined and publicity was sent to all concerned.

Workshops

Several workshops were held during the remaining months of the project. Localized workshops were held at Prairie View A&M University, Brazosport College, College of the Mainland, Lee College, and Houston Community College. EPD Consortium C teacher educators also worked with EPD Consortium D and the Department of Occupational Education and Technology, Texas Education Agency, in conducting the statewide workshops on "Management By Objectives."

Workshops specifically for the teachers within the EPD Consortium C area includes content and activities as follows:

- Teaching Methods
- Organization and Utilization of Lesson Plans
- Safety
- Shop Organization and Management
- Tests and Evaluation
- Trends and Issues in Vocational Education
- Instructional Materials

Table III contains information on workshop locations and number of participants by location. The State Management by Objectives Workshops are also included in this table.

The workshops conducted at Lee College and Houston Community College were for part-time vocational-technical teachers. These activities were requested by several of the community college deans. Further activities for part-time teachers are planned for August of 1976 and during the Fall Semester of 1976.

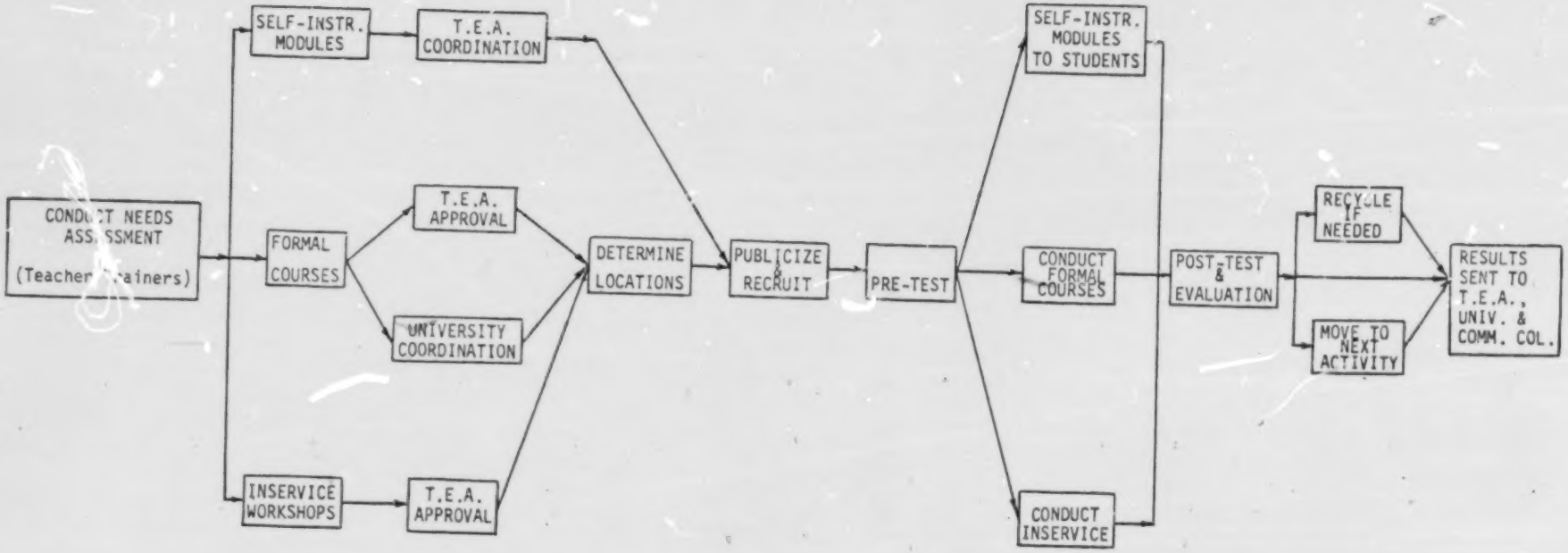

Figure 3

DELIVERY SYSTEM

TABLE III

WORKSHOPS

Location	Date(s)	No. of Participants
Prairie View A&M	November 8, 1975	28
Brazosport College	January 9, 1976	18
College of the Mainland	January 28, 1976	15
* Region IV ESC	March 10-12, 1976	31
Lee College	March 20, 1976	13
* Kilgore, Texas	March 23-25, 1976	15
Houston Community College	April 3, 1976	46
	Total	166

* Management By Objectives Workshops

Formal Courses

The first courses offered for college credit began in January of 1976. These courses and locations for each were arrived at through the Needs Assessment. Table IV contains information such as course title, location of course, and numbers of students in each course. All courses were graduate level courses.

The formal courses stimulated a lot of interest on the part of the vocational teachers. These teachers seemed very pleased to have courses brought to them rather than their having to drive many miles for the same courses. They also liked the Consortium approach, where by they had a choice of several universities from which to receive credit. From the total of 66 teachers registering for the formal courses, 9 registered with Prairie View A&M University, 7 registered with Sam Houston State University, and 50 registered with Texas A&M University. Appendix C contains reactions from teachers and administrators to the Consortium approach to teacher education.

TABLE IV

FORMAL COURSES

Course Title	Location	Semester	No. of Students
Curriculum Development in Vocational Education	Brazosport College Lake Jackson, Texas	Spring	19
Organization and Use of Instructional Materials	Region IV Education Service Center Houston, Texas	Spring	26
Tests and Measurements	College of the Mainland Texas City, Texas	Spring	5
History and Principles of Vocational Education	Prairie View School of Nursing Houston, Texas	First Summer Term	16
		TOTAL	66

Self-Instructional Modules

Sets of self-instructional modules, which were developed by Texas A&M University, were made available to the participating community colleges. These modules include such areas as:

- Selecting Audiovisual Aids for a Lesson
- Effective Use of the Chalkboard
- Use of the Slide Projector
- Use of the Overhead Projector
- Use of the Filmstrip Projector
- Use of Motion Picture Projectors
- Analysis Techniques
- Vocational Student Placement
- Effective Use of Classroom Questions
- The Behavioral Objective
- Preparing an Instructional Plan
- Selecting Methods for Teaching a Lesson
- Individualized Instruction
- Objective Tests for Student Evaluation
- Selecting Evaluation Techniques

These modules were not widely used. However a few of the newer vocational teachers found some use for these modules. The reason(s) for this lack of utilization was not determined.

PROJECT RESULTS

Based upon the objectives of the project and activities conducted, it is felt that this project had several beneficial results. The first objective of this project was to provide on-site assistance to new teachers who requested assistance. In some cases, these services were requested by deans or department heads.

To meet objective number two, four graduate level college courses were conducted during the spring and summer of 1976. These courses were well received by the participating teachers. Results of pretests and post-tests indicated that teachers in these courses improved their knowledge significantly. Specific objectives were developed for each course, and the majority of these students (teachers) completed each course objective in a very professional manner. Copies of the course outlines are included in Appendix D.

Registration for the courses was carried out with little difficulty. Registration materials from each of the universities was secured. Each university provided instruction as to the completion of forms. The Consortium C teacher educators then registered the students, collected the required tuitions and fees, and delivered the registration forms and monies to the appropriate universities.

Objective number three of this project was to assist the staff of the Department of Occupational Education and Technology, Texas Education Agency, in conducting workshops. The post-secondary teacher educators assisted in conducting two regional workshops on "Management By Objectives". These workshops were held in Houston, Texas on March 10-12, 1976 and in Kilgore, Texas on March 23-25, 1976.

To meet objective number four, a comprehensive needs assessment (Appendix B) was conducted during the initial stages of the project. Based on results obtained from the assessment, workshops and formal courses were determined and scheduled. Up-dating of the initial findings were contained throughout the project. Figure 3 is an illustration of the delivery system which was developed to meet the identified needs.

Assistance in field testing national occupational competency exams was objective number five. Very little was done in this area, since the occupational competency study had begun prior to the beginning of the Post-Secondary Vocational-Technical Teacher Training Project through EPD Consortium C. The Texas Education Agency suggested that this part of the project be dropped, and therefore nothing was done with occupational testing.

The two teacher educators worked closely with the community and junior colleges and demonstrated the ability to provide the needed services. After teaching four formal classes and after conducting seven workshops, the teacher educators have become more visible and their services are now more in demand. Like most things which are new, such as the Consortium approach to teacher education, there seems to have been a "trial" or a "wait and see" period concerning this project.

The success of this project is largely attributed to the support received from several individuals and institutions. The project could not have succeeded with the support received from the junior and community colleges. The efforts of the community and junior college deans and directors in assisting with the needs assessment, publicizing the project, and providing facilities was very commendable. The six universities, (Lamar Universities, Prairie View A&M University, Sam Houston University,

Texas A&M University, Texas Southern University and the University of Houston) supported the project totally. Representatives from these universities attended many meetings, coordinated formal courses, and provided invaluable assistance throughout the project. Special acknowledgements are extended to Dr. Kenneth Shipper, Lamar University; Dr. Sam Collins, Prairie View A&M University; Mr. J. A. Chandler, Sam Houston State University; Dr. Frank Hubert and Dr. Donald Clark, Texas A&M University; Dr. J. B. Jones, Texas Southern University; and Mr. Hugh McCallick, University of Houston. Without the continued efforts of these individuals, the formal courses offered through this project would have been impossible. Appreciation is also expressed to Dr. Leo Schreiner and Mr. James Haynie of the Texas Education Agency for their guidance and efforts concerning this project. Finally, we wish to recognize Mr. T. S. Hancock, Executive Director, Region IV Education Service Center and his staff for supporting the efforts of this project.

PROJECT EVALUATION

Evaluation of the Post-Secondary Vocational-Technical Teacher Training Project will be discussed in terms of workshops, formal courses, and overall impact of the project.

Several workshops were held during the year. Participants in these workshops totaled 166. Although limited in content and in numbers, the workshops seemed to be beneficial to the teachers in attendance. The small number of workshops was due to the lack of requests form the deans and directors. If workshops are not requested, workshops cannot be conducted. An evaluation of the part-time teachers workshops conducted in the EPD Consortium C area is contained in Appendix C.

Student reactions to the Consortium approach to formal college courses are also contained in Appendix C. Students especially liked the courses being offered in their geographic locations, rather than their having to drive many miles for the same courses.

Overall, it would seem that the project was beneficial and successful. A wide variety of services was offered to the colleges. However, only a few of the colleges requested these services. A total of eight workshops were conducted by the teacher educators. These workshops had a total of 166 participants, which included both vocational-technical teachers and administrators.

Four courses were offered for formal college credit. These courses were widely excepted by the teachers and it is their hopes that this approach continues. There were a total of 66 teachers in these courses and all except one successfully completed the requirements.

A summary document containing data on the participating teachers and administrators is included in this report as Appendix E.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion #1 - The Project has provided a needed service to vocational-technical teachers within this area.

Conclusion #2 - The expertise of the teacher educators was not utilized to the fullest. This is due to the community and junior colleges not requesting services which were available.

Conclusion #3 - A recent Coordinating Board policy concerning "off-campus" resident credit" courses created problems for this project. Since there were six universities involved in credit courses, communications concerning course approvals became a problem. The following steps indicate the sequence for offering approved "off-campus resident credit" courses:

Step 1 - The Consortium conducts and analyzes needs assessment.

Step 2 - The Consortium requests courses from universities.

Step 3 - Universities request approval from the Coordinating Board.

Step 4 - If Coordinating Board approval is recieved, universities notify the Consortium.

Step 5 - The Consortium then publicizes, registers students, and conducts the classes.

Conclusion #4 - The Department of Occupational Education and Technology, Texas Education Agency, did not fully utilize the teacher educators in conducting area and statewide workshops.

Conclusion #5 - Through discussions held with EPD Consortium D teacher educators, it is evident that the teacher educators need to work closely together on course development. A course, such as, "History and Principles of Vocational Education" should be the same, regardless of where the course is offered.

Recommendations

Recommendation #1 - Since this project has now built a foundation from which to work, it is recommended that the project be continued.

Recommendation #2 - Junior and community college deans and directors should be encouraged by the Texas Education Agency staff to utilize the teacher educators.

Recommendation #3 - The Coordinating Board-Texas College and University System should include EPD Consortium C on their mailing list.

Recommendation #4 - The Coordinating Board-Texas College and University System, members of the Texas Education Agency staff, and Consortium Coordinators should meet to discuss the possibility of receiving "special" approval concerning the approval of off-campus courses offered through the Consortium. Since the Texas Education Agency approves, funds, and coordinates projects,

such as this, accordingly, the Agency could be helpful in addressing this problem with the Coordinating Board.

Recommendation #5 - EPD Consortium C teacher educators should be utilized more by the staff of the Department of Occupational Education and Technology in conducting both regional and statewide workshops.

Recommendation #6 - Teacher educators throughout the state should work together in an effort to standardize courses.

APPENDIX A

BUDGET

OMB NO. 40-R162

APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

1. STATE CLEARINGHOUSE IDENTIFIER

2. APPLICANT'S APPLICATION NUMBER

3. FEDERAL GRANTOR AGENCY

Office of Education
ORGANIZATIONAL UNIT

Regional Office
ADMINISTRATIVE OFFICE

1114 Commerce Street
STREET ADDRESS - P.O. BOX

Dallas | Texas | 75202
CITY | STATE | ZIP CODE

4. APPLICANT NAME

Region IV Education Service Center
Consortium C
DEPARTMENT DIVISION

P. O. Box 863
STREET ADDRESS - P.O. BOX

Houston | Harris
CITY | COUNTY

Texas | 77001
STATE | ZIP CODE

5. DESCRIPTIVE NAME OF THE PROJECT

Post-Secondary Vocational-Technical Teacher Training

6. FEDERAL CATALOG NUMBER

13.504

7. FEDERAL FUNDING REQUESTED

$ 72,939.24

8. GRANTEE TYPE

Region IV Education Service Center classified as a local education agency

____ STATE, ____ COUNTY, ____ CITY, _X_ OTHER (Specify)

9. TYPE OF APPLICATION OR REQUEST

_X_ NEW GRANT, ___ CONTINUATION, ____ SUPPLEMENT, ____ OTHER CHANGES (Specify)

10. TYPE OF ASSISTANCE

_X_ GRANT, ____ LOAN, ____ OTHER (Specify)

11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT

200

12. CONGRESSIONAL DISTRICT

a. 22

b.

13. LENGTH OF PROJECT

12 months

14. BEGINNING DATE

July 1, 1975

15. DATE OF APPLICATION

16. THE APPLICANT CERTIFIES THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

TYPED NAME	TITLE	TELEPHONE NUMBER		
		AREA CODE	NUMBER	EXTENSION
T. S. Hancock	Executive Director	713	868-1051	20

SIGNATURE OF AUTHORIZED REPRESENTATIVE

T S Hancock

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OMB NO. 80-R0195

PART II
PROJECT APPROVAL INFORMATION

ITEM 1.
Does this assistance request require State, local, regional, or other priority rating?

Name of Governing Body: Texas State Board of Vocational Education
Priority Rating: _____

[X] Yes [ ] No

ITEM 2.
Does this assistance request require State, or local advisory, educational or health clearances?

Name of Agency or Board: _____

[ ] Yes [X] No (Attach Documentation)

ITEM 3.
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?

(Attach Comments)

[ ] Yes [X] No

ITEM 4
Does this assistance request require State, local, regional, or other planning approval?

Name of Approving Agency: _____
Date: _____

[ ] Yes [X] No

ITEM 5
Is the proposed project covered by an approved comprehensive plan?

Check one:
[ ] State
[ ] Local
[ ] Regional

[ ] Yes [X] No Location of Plan: _____

ITEM 6
Will the assistance requested serve a Federal installation?

Name of Federal Installation: _____
Federal Population benefiting from Project: _____

[ ] Yes [X] No

ITEM 7
Will the assistance requested be on Federal land or installation?

Name of Federal Installation: _____
Location of Federal Land: _____
Percent of Project: _____

[ ] Yes [X] No

ITEM 8
Will the assistance requested have an impact or effect on the environment?

See instructions for additional information to be provided.

[ ] Yes [X] No

ITEM 9
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?

Number of:
Individuals: _____
Families: _____
Businesses: _____
Farms: _____

[ ] Yes [X] No

ITEM 10
Is there other related assistance on this project previous, pending, or anticipated?

See instructions for additional information to be provided.

[ ] Yes [X] No

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OMB NO. 80-R2188

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1. Post-Secondary Vocational Technical Teacher Training		$	$	$ 72,939.24	$ 7,200.00	$ 80,139.24
2.						
3.						
4.						
5. TOTALS		$	$	$ 72,939.24	$ 7,200.00	$ 80,139.24

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY (1)	(2)	(3)	(4)	TOTAL (5)
a. PERSONNEL	$ 52,400.00	$	$	$	$ 52,400.00
b. FRINGE BENEFITS	534.88				584.88
c. TRAVEL	5,760.00				5,760.00
d. EQUIPMENT	-0-				-0-
e. SUPPLIES	4,600.00				4,600.00
f. CONTRACTUAL	-0-				-0-
g. CONSTRUCTION	-0-				-0-
h. OTHER	4,310.00				4,310.00
i. TOTAL DIRECT CHARGES	67,655.38				67,655.38
j. INDIRECT CHARGES	5,283.86				5,283.86
k. TOTALS	$ 72,939.24	$	$	$	$ 72,939.24
7. PROGRAM INCOME	$	$	$	$	

OMB NO. 51-R

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8. Post-Secondary Vocational-Technical Teacher Training	$	$	$ 7,200.00	$ 7,200.00
9.				
10.				
11.				
12. TOTALS	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$ 72,939.24	$ 36,469.26	$ 12,156.66	$ 12,156.66	$ 12,156.66
14. NON-FEDERAL	7,200.00	1,800.00	1,800.00	1,800.00	1,800.00
15. TOTALS	$ 80,139.24	$ 38,269.26	$ 13,956.66	$ 13,956.66	$ 13,956.66

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	$	$	$	$
17.				
18.				
19.				
20. TOTALS	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES:

22. INDIRECT CHARGES: 7.810%

23. REMARKS:

20

28

29

PART IV - PROGRAM NARRATIVE (attach per instructions)

APPENDIX B

Needs Assessment

POST-SECONDARY TEACHER TRAINING

NEEDS ASSESSMENT

EPD CONSORTIUM C

October 1975

A Project funded by The Division of Occupational Education and Technology, Texas Education Agency, Austin, Texas and Coordinated by EPD Consortium C, Houston, Texas.

TABLE OF CONTENTS

CHAPTER		Page
I.	INTRODUCTION	1
	Background of the Problem	1
	Need for Teacher Training	2
	Statement of the Problem	2
	Significance of the Problem	4
	Objectives	4
	Assumptions	5
	Limitations	5
II.	REVIEW OF THE LITERATURE	7
III.	METHODOLOGY	8
	Preliminary Steps and Method of Approach	8
	Population and Sample	9
IV.	ANALYSIS AND FINDINGS	10
	General Information	10
	Deans and Directors	11
	Teachers	12
V.	RECOMMENDATION AND CONCLUSIONS	18
	Conclusions	18
	Recommendations	18
APPENDICES		20
	Appendix A - EPD Consortium C Description	21
	Appendix B - Deans' and Directors Instrument	23
	Appendix C - Teacher's Instrument	28
	Appendix D - Program Areas	31
	Appendix E - Courses by College and Geographic Areas	33

LIST OF TABLES

TABLE		PAGE
I.	Population and Sample	9
II.	Survey Responses	10
III.	Self-Instructional Modules	11
IV.	Teacher Training Modules	12
V.	Faculty Currently Enrolled	13
VI.	Interest by Program Area	15
VII.	Interest by Course	16

LIST OF FIGURES

FIGURES		PAGE
1	EPD Consortium C Area	3

CHAPTER 1

INTRODUCTION

As modern day education becomes more and more complex, the educational needs of Vocational-Technical teachers change with this rising complexity. In years past, a person with several years of work experience (other than teaching) or a well educated person was considered as a potentially good teacher. These times are over. Today, there is an ever growing need for the Vocational-Technical teacher to be a skilled craftsman and well educated - a combination which has lacked for many years.

Background of the Problem

The Texas State Plan for Vocational Education lists the work experience and educational requirements for Vocational-Technical teachers. The basic requirements are five years (minimum) occupational experience or three years occupational experience and a college degree. In years past, the majority of these teachers were non-degreed. However, this trend is rapidly changing.

Teachers are seeking or are being required to seek more education. A problem arises in this search for more education. Teachers training programs are few and are not conveniently located to many of these teachers. Some teachers drive well over a hundred miles to take needed courses.

The majority of the teacher training institutions lessen the problem to some degree by offering courses on an extension basis. However, in trying to offer extension courses, two general problems often arise. First, the University must be able to locate enough teachers in a specific area to be able to offer the course(s). Secondly, the University must be aware of possible

conflicts of interest with other Universities.

Need for Teacher Training

Vocational-Technical programs in the State of Texas are currently in a rapid state of growth. This growth might be attributed to several factors. First, more young people are seeking skill training rather than college degrees. Secondly, the economic status of the country probably has some bearing on this growth. People need jobs as soon as possible and in many cases do not want to spend four years pursuing a baccalaureate degree. A third influence is possibly this thing we call "Career Education". This concept is rapidly spreading and is supplying vital job information to an extremely large segment of our public school population.

If Vocational-Technical programs continue to increase in size and also continue to change as the technology of our country changes, there will continue to be a need for training and re-training Vocational-Technical teachers.

In order that teacher training needs be met, Needs Assessments must be done. The needs must be analyzed and appropriate courses or workshops must be offered. These offerings must be done in cooperation with all institutions concerned. The College Consortia and the Post-Secondary Teaching Training Project (See Appendix A) were established to help meet these needs.

Statement of the Problem

The problem, as identified for this study, is to determine the educational needs of Post-Secondary Vocational-Technical teachers within the EPD Consortium C area (see Figure 1). After the needs have been determined, the problem then becomes how to provide the needed education.

FIGURE I

EPD CONSORTIUM C AREA

Significance of the Problem

This problem would seem to be significant for several reasons. First, there are approximately 430 Post-Secondary Vocational-Technical teachers within the EPD Consortium C area. The educational levels of these teachers range from high school graduates to those holding doctorates. Teaching experience ranges from those now in their first year of teaching to those who have taught for twenty or more years.

Secondly, teachers within this area have a wide variety of teaching schedules. Many of these teachers teacher during the day, many teach at night, and quite a few teach both day and night. With schedules like this, and with the teacher training institutions located far away for many, the problem is further compounded.

The ultimate significance of this problem then becomes satisfying the varied educational needs of this group of teachers. The majority of these teachers want more education and training. However, for various reasons, they cannot or will not in many cases drive long distances.

Objectives

The following objectives were developed for this study. They were established in order that critical items might be studied and evaluated from the standpoint of identified needs of teachers.

1. To determine current educational needs of Vocational-Technical teachers within the EPD Consortium C area.
    a. To determine types of programs and courses wanted by these teachers.
    b. To determine the in-service education needs of these teachers as perceived by their respective deans and/or directors.

2. To determine when, where, and how to offer the necessary services (credit courses and/or in-service activities).
3. The final objective of this study and the Post-Secondary Teacher Training Project is to provide continuing services, based upon identified needs, to the two-year colleges.

Assumptions

Since much of the data gathered in this study is both objective and subjective and since the number of participants in the study prohibits an actual visitation to all concerned, the following assumptions were established.

1. Valid instruments could be developed, which would provide both objective and subjective data about the educational needs of these teachers.
2. The Vocational-Technical deans and directors in the study area would participate and make the necessary information available.
3. A significant number of teachers in the area would supply data relevant to the study.

Limitations

Due to the uniqueness of this project and this particular study the following limitations exist.

1. Only Post-Secondary Vocational-Technical teachers were surveyed. Proprietary schools and secondary schools were not included in the study.

2. Since the Post-Secondary Teacher Training Project is limited to the EPD Consortium C area, this study is also limited to Post-Secondary institutions and teachers within this area.
3. Much of the data gathered in this study is opinion. The teacher's opinion of what they need and the deans' and directors' opinions of what their teachers need.

CHAPTER II

REVIEW OF THE LITERATURE

A review of literature was actually not conducted for purposes of this study. Some literature will be referenced, however, none will be cited directly.

Various college catalogs and Texas Education Agency publications were reviewed. This review was necessary in order that a list of programs and number of programs be obtained.

In checking college catalogs, with Agency publications, with survey results from the deans and directors, it was revealed that these three sources of information do not agree. Number of teachers and number of programs varied in every instance.

CHAPTER III

METHODOLOGY

Several methods of approach to the problem were studied prior to arrival at the strategy chosen. The method chosen was selected due to the geographic spread of the programs and the number of teachers involved.

Preliminary Steps and Method of Approach

The study began in August of 1975. A Needs Assessment instrument was developed and a preliminary draft was mailed to the Post-Secondary Teacher Training Project Advisory Committee. The committee was asked to review and modify, if desired, the instrument. Input concerning the instrument was recieved from three of the fourteen committee members.

The instrument was revised on September 10, 1975 and was sent to the printers on the following day. Printing was completed on September 12th and the instruments were mailed on the 15th. Individual instruments (see Appendix B) were sent to each of the deans and directors. Packages containing the teacher instruments (see Appendix C) were sent to the deans and directors also. These instruments were to be distributed by the deans and directors to their respective faculty members as previously planned.

Postage paid, return envelopes were included for the deans and directors to collect these instruments and return to EPD Consortium C not later than September 26, 1975. Follow-up phone calls were made to each of the ten junior colleges on September 26, 1975.

Population and Sample

The population for this study was all of the deans, directors, and full-time Vocational-Technical faculty members from the ten junior colleges within the EPD Consortium C area. Table I lists the colleges and numbers of people in the study from each college.

TABLE I

POPULATION AND SAMPLE

Junior College	Deans	Faculty
Alvin Junior College	1	38
Blinn College	1	6
Brazosport Junior College	1	23
College of the Mainland	1	25
Galveston College	1	41
Houston Community College	1	125
Lee Junior College	1	50
North Harris County Junior College	1	12
San Jacinto College	1	73
Wharton County Junior College	1	35
Totals	10	428

The sample for this study was the same as the population. Each of the ten deans and directors was surveyed and 428 instruments were sent to faculty members. The study later revealed that the number of full-time faculty members varied from the initial report to the survey response.

CHAPTER IV

ANALYSIS AND FINDINGS

Chapter IV is divided into three major sections. These sections present data and findings concerning deans and directors responses and faculty responses.

General Information

Survey instruments were mailed on September 15, 1975. The survey included ten junior college deans and directors and 428 Post-Secondary Vocational-Technical teachers. Table I indicates specific numbers from each of the ten junior colleges. Table II represents actual returns as of October 15, 1975. Ninety (90) percent return from the deans and sixty-three (63) percent return from the teachers was the final return percentages on this survey.

TABLE II

SURVEY RESPONSES

Institution	Deans	Teachers	Percentage/Teachers by Institution
Alvin Jr. College	1	29	76%
Blinn College	1	6	100%
Brazosport Jr. College	1	21	91%
College of the Mainland	1	18	58%
Galveston College	1	15	37%
Houston Community College	1	81	65%
Lee Junior College	1	32	64%
N. Harris County Jr. College	1	10	83%
San Jacinto College	1	28	38%
Wharton County Jr. College	0	28	80%
Total	9	268	63%

Deans and Directors

A total of nine deans and directors responded to the instruments dealing with in-service needs of faculty members. These responses helped to define the population and give needed data about these colleges. Information concerning number of programs, teachers, and educational requirements is tabulated in Appendix B.

Regarding specific needs of faculty, these deans felt that Teaching Methods, Curriculum Development, and Evaluation were needed by many of their faculty members. Table III represents perceived numbers of faculty to use the Self-Instructional Modules. Table IV represents number of faculty to receive formal in-service training utilizing the Teacher Training Modules.

TABLE III

SELF-INSTRUCTIONAL MODULES

Module	Number Teacher	Rank
Selecting Teaching Methods	284	1
Student Evaluation	282	2
Evaluation Techniques	268	3
Preparing an Instructional Plan	205	4
Individualized Instruction	203	5
Vocational Student Placement	160	6
Effective Use of Classroom Questions	150	7
Behavioral Objectives	145	8
Analysis Techniques	143	9
Effective Use of the Chalkboard	126	10
Selecting Audio-Visual Aids	93	11
Use of the Slide Projector	85	12 t
Use of the Filmstrip Projector	85	12 t

Table III continued on next page

Table III (Continued)

Module	Number of Teachers	Rank
Use of Motion Picture Projector	85	14 t
Use of Overhead Projector	84	14 t
Total	2397	

TABLE IV

TEACHER TRAINING MODULES

Module	Number of Teachers	Rank
Curriculum Development	271	1
Program Management	247	2
Student-Teacher Relationships	235	3
Evaluation	225	4
Test Construction	204	5
Select/Use Instructional Tactics	185	6
Instructional Strategies	168	7
Professionalism	131	8
Public Relations	125	9
Team Teaching	105	10
Health Occupations Education	64	11
Total	1968	

Teachers

As was indicated in Table II, a total of 268 teachers responded to this survey. A tabulation of these responses appears in Appendix C. These teachers represent 44 different program areas (see Appendix D).

An average of 3.78 years in present position was reported with an average of 7.67 years of total teaching experience. Educational levels varied from nine individuals with the G.E.D. to ten people holding an earned doctorate. Twenty-seven had high school diplimas, twenty-eight had Associate degrees, eighty-eight had Bachelor's degrees, and one hundred and five had a Masters degree.

Ninety-eight of the responding faculty members were currently enrolled in either junior or senior colleges. Seventy-four of these individuals were working on a degree program. Table V indicates number of faculty currently enrolled by institution and program area.

TABLE V

FACULTY CURRENTLY ENROLLED

Institution/Program	Number Enrolled
Central Michigan University (1)	
Education	1
East Texas State University (1)	
Educational Administration	1
Nova University (5)	
Doctor of Education	5
Sam Houston State University (7)	
Vocational Education	4
MST Education	2
Industrial Education	1
Physics	1
Texas A&M University (4)	
Education	1
Vocational Education	4
Industrial Education	1
Texas Southern University (4)	
Education	2
Respiratory Therapy	1
Administration	1

Table V continued on next page

Table V (Continued)

Institution/Program	Number Enrolled
Texas Women's University (7)	
Health Education	8
University of Houston (28)	
Education	3
Business Education	6
Psychology	2
Industrial Education	4
Educational Administration	3
Curriculum and Instruction	5
Miscellaneous Programs	7
Univeristy of Texas (16)	
Curriculum and Instruction	5
Education	3
Health	1
Miscellaneous Programs	7
Various Junior College Programs (19)	19
Total	98

Forty-one teachers indicated no interest in further education. Seventeen of these individuals had an earned doctorate or were currently enrolled in college courses. Twenty-four of these teachers were apparently just not interested in continuing their education. Of these twenty, four were high school graduates, one had an Associate degree, six had Bachelor's degrees, and thirteen held Master's degrees.

Teachers participating in this study were asked to respond to their interests by program area and by individual courses. Table VI contains responses by program area. Numbers represent how many were interested in each specific program area.

TABLE VI

INTEREST BY PROGRAM AREA

Program	No. Interested	Rank
Instructional Materials	80	1
Vocational Supervision	58	2
Trade and Industrial Education	57	3 t
Technical Education	57	3 t
Vocational Curriculum Development	53	5
Vocational Guidance	44	6
Adult Education	37	7
Community Education	36	8
Health Occupations	35	9
Vocational Office Education	31	10
Coordinated Vocational-Academic Education (CVAE)	26	11 t
Vocational Research	26	11 t
Home Economics	6	13 t
Distributive Education	6	13 t
Agriculture	2	15
Total	554	

If the total number of responses in Table VI is compared to the total number of faculty responding (268) it is evident that many of these individuals have multiple interests.

Table VII indicates numbers of faculty members interested in specific courses.

TABLE VII

INTEREST BY COURSE

Course	No. Interested	Rank
Advanced Teaching Strategies	98	1
Organization and Use of Instructional Materials	88	2
Tests and Measurements in Vocational Education	86	3
Methods of Teaching Vocational Subjects	80	4
College Teaching	78	5
Vocational Programs for Community Colleges	61	6
Curriculum Development in Vocational Education	57	7
Evaluation and Analysis in Vocational Education	56	8
Administration of Vocational Education	50	9
Trends and Issues in Vocational Education	49	10 t
Minority, Disadvantaged, and Handicapped in Vocational Education	49	10 t
Student Identification, Placement and Follow-up	38	12
Education and Occupational Information	35	13
Vocational Guidance Programs	34	14
Methods of Teaching Office Education	33	15
Vocational Research	29	16
History and Principles of Vocational Education	15	17
Methods of Teaching Distributive Education	8	18
Total	944	

Information concerning specific courses was done by individual college and by geographically grouping the colleges. Data indicates that specific courses might be offered at Alvin Junior College, Brazosport

Junior College, Houston Community College, and San Jacinto College. Geographic groupings might possibly be done by combining Blinn, Brazosport and Wharton; Houston, Harris County, San Jacinto, and Lee; and Galveston, College of the Mainland, and Alvin. Appendix E indicates specific courses by location.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The intent of this chapter is to give an overview of the conclusions and recommendations resulting from this study. It should be noted that these are based on subjective data. A high degree of interest has been shown from both deans and teachers. Hopefully, if the services are offered, the teachers will participate.

Conclusions

The following conclusions are based on data obtained in this study and the analysis of these data.

Conclusion #1 - Deans and directors from the various junior colleges feel that there is sufficient need for in-service training.

Conclusion #2 - There is a sufficient level of interest on the part of the teachers to be able to offer a variety of formal (credit) courses at both the graduate and undergraduate levels.

Conclusion #3 - Interest in formal courses and in-service training covers a wide variety of areas. This would make it difficult for one and even two teacher trainers to handle adequately.

Recommendations

The following recommendations are based on the previously presented conclusions.

Recommendation #1 - In-service training begin at the junior college locations immediately (Reference - Appendix B).

Recommendation #2 - Formal college course be offered at designated locations beginning in January of 1976 (Reference - Appendix C).

Recommendation #3 - That the second Post-Secondary Vocational-Technical teacher trainer be hired as soon as possible.

Recommendation #4 - That non-expended salary money for the teacher trainers be used to hire consultants as needed to cover special courses, or in-service activities not within the expertise of the teacher trainers.

APPENDIX A

Consortium and Project Description

APPENDIX A

EPD CONSORTIUM C

POST-SECONDARY TEACHER TRAINING

EPD Consortium C is an inter-agency cooperative, created by the Texas Education Agency, designed to consolidate education staff development resources in a twenty-eight county area of Southeast Texas. This area is comprised of, Regional Education Service Centers IV, V, and VI, 168 school districts, nine junior and community colleges, and six major Teacher Training Institutions.

EPD Consortium C conducts needs assessment activities and assists in designing programs to meet these identified needs. Since EPD Consortium C was created by the Texas Education Agency, it is an official part of the state system of public instruction and operates on a non-profit basis.

A college Consortia has been formed specifically for the Post-Secondary Teacher Training Project. This Consortia consists of the six major Teacher Training Institutions and the three Regional Education Service Centers to serve the Post-Secondary Programs.

Junior & Community Colleges	Universities
Alvin Junior College	Lamar University
Blinn College	Prairie View A&M University
Brazosport Junior College	Sam Houston State University
College of the Mainland	Texas A&M University
Galveston College	Texas Southern University
Houston Community College	University of Houston
Lee Junior College	
N. Harris Co. Junior College	
San Jacinto College	
Wharton Co. Junior College	

In order that close coordination be maintained and advice be received from all institutions concerned, an Advisory Committee has been established. This committee is composed of three Regional Education Service Center Executive Directors, three public school superintendents, two representatives from Texas Education Agency, a representative from each of the six participating universities and the Chairman of the Southeast Council of Junior Colleges.

Project Objective:

a. Provide on-site assistance to new vocational-technical teachers who have not had the benefit of approved teacher education or courses preparing them for their vocational-technical assignment.

b. Conduct approved teacher education courses for eligible vocational-technical personnel.

c. Assist the staff of the Department of Occupational Education and Technology, Texas Education Agency, in conducting workshops for vocational-technical personnel.

Project Objectives: (Continued)

d. Develop needs assessment and delivery system with community colleges.

e. Assist in field testing national occupational competency testing.

f. Provide other services throughout the year needed by the Department of Occupational Education and Technology for the professional improvement of post-secondary vocational-technical personnel.

Sites and Dates of Training Activities:

There are two types of training, on-site technical assistance and in-service workshop activities, which will take place September 1, 1975 through June 30, 1976 at senior colleges, community colleges, schools, and Regional Education Service Centers IV, V, and VI at dates and sites to be determined by the teacher trainers in consort with the task force and post-secondary program personnel. Senior college course credit will take place between January 1, 1976 and June 30, 1976 at sites to be determined by the expanded task force relevant to the needs of the participants.

APPENDIX B

Deans and Directors Instrument

POST-SECONDARY VOCATIONAL-TECHNICAL TEACHER NEEDS ASSESSMENT

The purpose of this needs assessment is to determine the educational needs of Post-Secondary Vocational-Technical teachers. Two types of data will be asked for within this instrument. First, basic data about your programs and teachers. Second, needs of your teachers, as you perceive them.

As a result of this survey, EPD Consortium C will endeavor to establish both in-service programs and formal college courses in your geographic area.

Name and Title _____

Number of Vocational-Technical Programs at your college 191

Number of full-time Vocational-Technical teachers 437

Number of part-time Vocational-Technical teachers 1092

Does your college require Vocational-Technical faculty members to hold a certain minimal degree? 5 yes 1 no 3 yes/no

If yes, what is the minimum degree required?

3 less than Bachelor's 3 Bachelors

4 Masters 0 Doctorate

Does your college require Vocational-Technical teachers to continually further their education? 5 yes 2 no 2 encouraged

If yes, please briefly describe policy: _____

_____

_____

How many of your full-time Vocational-Technical teachers hold, as their highest degree:

100 No Degree 45 Associate 147 Bachelors

137 Masters 8 Doctorate

The following in-service education programs might be offered in your geographic area. Please check the programs which you feel would benefit your faculty members. Please show this by indicating how many faculty members you feel could benefit from such programs.

Self-Instructional Modules

(Rank)		
3	268	Evaluation Techniques
5	203	Individualized Instruction
7	150	Effective Use of Classroom Questions
	284	Selecting Teaching Methods
4	205	Preparing an Instructional Plan
9	143	Analysis Techniques
6	160	Vocational Student Placement
11	93	Selecting Audio-Visual Aids
8	145	Behavioral Objectives
2	282	Student Evaluation
10	126	Effective Use of the Chalkboard
12t	85	Use of the Slide Projector
14t	84	Use of the Motion Picture Projector
14t	84	Use of the Overhead Projector
12t	85	Use of the Filmstrip Projector

Teacher Training Modules

(Rank)		
1	271	Curriculum Development
7	168	Instructional Strategies
6	185	Selection and Use of Instructional Tactics
5	204	Test Construction
4	229	Evaluation
3	235	Student-Teacher Relationships and Classroom Management
8	131	Professionalism
9	129	Public Relations
2	247	Program Management
10	105	Team Teaching

Teacher Training Modules (Continued)

(Rank)
11 64 Health Occupations Education

The information which you have supplied will be correlated to similar information which will be obtained from faculty members. You will be informed as to the results of this study and we sincerely hope that we will be able to assist you and your Vocational-Technical teachers as a result of this study.

Please return the completed instrument to:

Dr. Lynn Douglas
EPD Consortium C
1750 Seamist
Houston, Texas 77008

APPENDIX C

Teachers Instrument

APPENDIX C

Teacher's Responses

POST-SECONDARY VOCATIONAL-TECHNICAL

TEACHER NEEDS ASSESSMENT

The purpose of this needs assessment is to determine the educational needs of Post-Secondary Vocational-Technical teachers. As a result of this survey, both formal (credit) and informal (non-credit) courses might be offered in your geographic area. Please respond to each question. Your name will not be used when reporting the findings of this assessment. (Please print all responses.)

Name _____.

Name of College _____.

Name of Department or Program _____.

Years in present position 3.78. Total years teaching 7.67.

Educational level (check the highest level which you have completed.)

10 G.E.D. 27 H.S. Diploma 28 Assoc. Degree

88 Bachelor's Degree 105 Master's Degree 10 Doctorate

Are you currently enrolled in college courses? 98 yes 165 no

If yes, are these being applied to a degree? 74 yes 24 no

If you answered yes to one or both of the last two questions, please answer the following:

Name of college or university enrolled in _____.

Name of program or course of study _____.

Would you be interested in enrolling in courses in any of the following areas? (Check those in which you are interested.) List others which are of interest to you.

(Rank)

_____ Teacher Education in:

9 35 Health Occupations

13 t 6 Distributive Education

3 t 57 Trade and Industrial Education

3 t 57 Technical Education

13 t 6 Home Economics

15 2 Agriculture

11 t 26 Coordinated Vocational Academic Education (C.V.A.E.)

10 31 Vocational Office Education

(Rank)		
2	58	Vocational Supervision
6	44	Vocational Guidance
1	80	Instructional Materials
11 t	27	Vocational Research
5	53	Vocational Curriculum Development
7	37	Adult Education
8	36	Community Education

_____

_____

_____

Would you be interested in enrolling in any of the following courses? (Check those in which you are interested.) List others which are of interest to you.

(Rank)		
17	15	History and Principles of Vocational Education
7	57	Curriculum Development in Vocational Education
4	80	Methods of Teaching Vocational Subjects
8	56	Evaluation and Analysis in Vocational Education
10 t	49	Trends and Issues in Vocational Education
10 t	49	Minority, Disadvantaged, and Handicapped Students in Vocational Education
16	29	Vocational Research
9	50	Administration of Vocational Education
12	38	Vocational Student Identification, Placement and Follow-up
14	34	Vocational Guidance Programs
13	35	Educational and Occupational Information
2	88	Organization and Use of Instructional Materials
3	86	Tests and Measurements in Vocational Education
6	61	Vocational Programs for Community Colleges
5	78	College Teaching
1	98	Advanced Teaching Strategies

(Rank)

18 8 Methods of Teaching Distributive Education

15 33 Methods of Teaching Office Education

_____

_____

_____

If courses could be offered in your area, what would be the most appropriate day and time for you?

			Time		
60	Monday	67 Thursday	63	3:00-6:00 p.m.	56 6:00-9:00 p.m.
75	Tuesday	15 Friday	36	4:00-7:00 p.m.	33 7:00-10:00 p.m.
66	Wednesday		42	5:00-8:00 p.m.	13 other

Some of the above courses and programs might be offered in your geographic area beginning in January 1976. The results of this survey will be used to determine interest and needs for such courses and programs. You will be notified of the results. Thanks for your cooperation.

Please return the completed instrument to the person in charge (Dean or Director) of Vocational-Technical Education at your college

OR

Return direct to:

Dr. Lynn Douglas
EPD Consortium C
1750 Seamist
Houston, Texas 77008

APPENDIX D

Program Areas

APPDENDIX D

Programs	No. of Teachers
Data Processing	8
Automotive Technology	11
Law Enforcement	3
Associate Degree Nursing	22
Ocean and Marine	5
Welding	11
Office Education	34
Drafting	10
Electronics	9
Licensed Vocational Nursing	31
Watch Repair	1
Graphic Arts	5
Machine Shop	6
Instrument	5
Cosmetology	3
Business	27
Court Reporting	5
Secretarial Science	3
Psychology	1
Aeronautical Technology	4
Interior Decorating	1
Mid-Management	6
Electrical	2
Fire Protection Technology	1
Radio and Television Repair	4
Air Conditioning and Refrigeration Repair	7
Industrial Education	4
Industrial Engines	4
Home Economics	1
Pipefitting	2
Horticulture	1
Public Services	6
Child Development	2
X-Ray Technology	4
Operating Room Technology	1
Optometry	1
Teachers Aide	7
Respiratory Therapy	1
Health Careers	3
Medical Laboratory Technology	1
Animal Medical Technology	1
Occupational Therapy	1
Fashion Designing	1
Agriculture	1

Total Programs - 44

APPENDIX E

Courses by College and Geographic Area

APPENDIX E

POSSIBLE COURSES BY COLLEGE

ALVIN JR. COLLEGE

College Teaching:	12 Graduate
Advanced Teaching Strategies:	12 Graduate

BLINN COLLEGE

None

BRAZOSPORT JUNIOR COLLEGE

Methods of Teaching Vocational Subjects:	12 Graduate; 3 Undergraduate

COLLEGE OF THE MAINLAND:

None

GALVESTON COLLEGE

None

HOUSTON COMMUNITY COLLEGE

Instructional Materials:	18 Graduate; 14 Undergraduate
Minority, Disadvantaged and Handicapped:	16 Graduate; 4 Undergraduate
Tests and Measurements:	21 Graduate; 8 Undergraduate
Vocational Programs Community College:	12 Graduate; 6 Undergraduate
Methods Teaching Office Education:	13 Graduate

LEE JUNIOR COLLEGE

None

N. HARRIS COUNTY JR. COLLEGE

None

SAN JACINTO COLLEGE

Advanced Teaching Strategies: 11 Graduate; 5 Undergraduate

WHARTON COUNTY JUNIOR COLLEGE

None

APPENDIX E

COURSES BY GEOGRAPHIC LOCATION

Blinn/Brazosport/Wharton*

Methods of Teaching Vocational Subjects:	14 Graduate;	9 Undergraduate

Houston/N. Harris/ S. Jacinto*/Lee

Methods of Teaching Vocational Subjects:	18 Graduate;	25 Undergraduate
Evaluation and Analysis in Vocational Education:	17 Graduate;	11 Undergraduate
Minority, Disadvantaged and Handicapped Students in Vocational Education:	23 Graduate;	4 Undergraduate
Administration of Vocational Education:	22 Graduate;	9 Undergraduate
Organization and Use of Instructional Materials:	29 Graduate;	22 Undergraduate
Tests and Measurements in Vocational Education:	36 Graduate;	10 Undergraduate
Vocational Programs for Community Colleges:	22 Graduate;	14 Undergraduate
College Teaching:	22 Graduate;	19 Undergraduate
Advanced Teaching Strategies:	37 Graduate;	18 Undergraduate
Methods of Teaching Office Education:	16 Graduate;	

Galveston/College of the Mainland*/Alvin

Instructional Materials:	18 Graduate;	1 Undergraduate
Curriculum Development in Vocational Education:	16 Graduate;	1 Undergraduate
Evaluation and Analysis in Vocational Education:	14 Graduate;	2 Undergraduate
Organization and Use of Instructional Materials:	23 Graduate	
Tests and Measurements in Vocational Education:	21 Graduate;	1 Undergraduate
College Teaching:	23 Graduate;	
Advanced Teaching Strategies:	28 Graduate	

* Possible site for classes to be held.

APPENDIX C

Teacher and Administrator Reactions and Evaluations

EVALUATION

REACTIONS TO CONSORTIUM APPROACH TO EDUCATION:

I feel that this idea is great. It gives almost anybody the opportunity to go to school. The traditional excuse for not attending is, "I can't go to Houston." You eliminate this problem. A major problem is facilities. In this course they were not needed, but the A-V course was different. Generally I'm in complete accord with the approach.

I have appreciated having courses given in the local area. Time, money, and potential safety problems involved in commuting do not contribute to learning of particular concepts.

I feel that the Consortium approach is a good approach to furthering education. It has the ability to coordinate the class schedule for the instructor short on time.

I hope there are more courses offered on this campus next fall and spring.

I would like to take more courses here at Brazosport College with credit given at a major university (i.e. A&M). However, I feel I should organize a plan to achieve a terminal degree rather than just take unrelated courses.

Consortium C as far as I am concerned is one of the most beneficial programs devised. It would be impossible for me to acquire a Master's Degree in the same length of time for several reasons. One is the driving time required, the economic aspect, and conflict of working hours. I believe through the Consortium the quality of education is equal or better, rather than driving 2 or 3 hours one way to attend an identical class.

Overall, the teacher training idea is finally an attempt to recognize the peculiar needs of vocational teachers. I just hope that the overall aims are not perverted for political reasons. I have thoroughly enjoyed the content and flexibility of the course.

I am in favor of the continuance of the program.

The Consortium is a great effort toward saving money, preventing duplication, and upgrading and updating educators. I don't need more vocational courses, but I do need courses that I can apply in educational psychology. It would be great to get 6 hours per semester, year round.

It is definitely a good idea. It was so nice not to have to commute. The course content was informative and enjoyable. No busy work - everything was useful. I was delighted the homework wasn't such a burden since I work full time. I would recommend this type of course to anyone desiring vocational post graduate work.

The approach of bringing the courses to the student is good. Most of us in the class would not have been able to take the courses otherwise.

This approach was new to me and since many teachers are short on time, it helps to have a course taught in the area where you live and work. This approach seems more modern and flexible and can be adapted to the needs of individuals taking the course.

I like the concept of Consortium C and would be interested in future courses that might be offered.

This program is very necessary to teachers. Without it, I may not have continued my education. The travel and time to a major university is beyond my capabilities. I hope that this program is continued so I may become a more qualified and better educated teacher.

I would like to see Consortium C continue in this area. It saves me a long drive and is just a big convenience to me. I feel that the program should be published more in the communities.

I feel that Consortium C should offer as many courses as possible in this area and any others where people can continue their education without the hassel of summer school.

If not for this extremely convenient and invaluable approach, I would not have even considered enrolling at TAMU for graduate school.

PART-TIME TEACHERS
WORKSHOPS

A sample of participant responses from the part-time teachers workshops are as follows:

1. Several things I had not thought of were brought out in this workshop.

2. It brought to light my failings in class preparation and gave me a plan to make those preparations.

3. I could see that planning my class lesson plan would help me daily and the way it was presented was excellent.

4. I have trouble organizing and simplifying material to be presented. As a part-time teacher the workshop sould be of considerable help in this respect.

5. I realized a lot of my mistakes and learned ways of solving them.

6. You have shown me different ways of becoming a better teacher.

7. Every part-time teacher should get these workshops offered to them and the handbook will be most helpful.

8. I found there were a lot of teaching aids I was not using.

Houston
Community
College
System

22 Waugh Drive, Houston, Texas 77007
Phone (713) 869-5021

May 21, 1976

Dr. Lynn Douglas
Consortium C
1750 Seamist Box 863
Houston, Texas 77008

Dear Dr. Douglas:

The purpose of this communication is to state my understanding of the purpose and modus operandi for Consortium C. Some of the purposes are to eliminate the duplication which exists when several institutes of higher learning move into a new geographical location and each begins to offer similar courses especially the vocational-technical teachers or as the current interpretation of legislature intent is that these teachers would have to travel to the main campuses of A & M, Prairie View, and East Texas State to receive this instruction. Naturally the latter requirement would cause an extreme hardship on the instructors and in many cases end result would be that they simply would not receive training. I certainly support the concept of sending the teachers out into the field as opposed to making students travel long distances and consume many man hours of travel especially during our current energy crisis.

Now to clarify my understanding of procedures, in any given class a student may select to receive either graduate or under-graduate credit at Texas A & M, Prairie View A & M, or Sam Houston State or not receive any credit at all. When they enter the class they would simply fill out the application, enrollment form for the instruction of their choice and they would pay their tuition and fees accordingly. Furthermore, your office is in this area and you are prepared, provided enrollments are sufficient, to literally take the classes to the students.

If these basic concepts are correct, then I certainly wholeheartedly endorse their program. In the event I have misunderstood either the method or intent of their operation, please let me know.

Sincerely,

B. L. Ditto

B. L. Ditto, Executive Dean
Occupational, Education and
Technology

/bas

RECEIVED
MAY 25 1976
EPD CONSORTIUM C

BRAZOSPORT COLLEGE
500 College Drive/Lake Jackson, Texas 77566/713-265-6131

May 18, 1976

Dr. Lynn Douglas
Post-Secondary Vocational-Technical
Teacher Training
Consortium C
1750 Seamist, Box 863
Houston, TX 77008

Dear Lynn:

Your efforts, support and cooperation toward the implementation of inservice teacher development at Brazosport College are appreciated.

The Brazosport teachers have expressed their compliments regarding the course you taught. The review of the State Plan has resulted in additional study by most faculty members and they are more aware of State requirements as a result of the study.

We have about completed a study of part-time teacher needs. Dr. Bass will most likely be consulting with you regarding the findings.

Sincerely,

Jack L. Foreman, Director
Occupational and Technical Education

JLF:bb

RECEIVED
MAY 19 1976

EPD CONSORTIUM C

Bruce Speegle
931 E. Magnolia
Angleton, Texas 77515

Dr. Lynn Douglas
EPD Consortium C
1750 Seamist
Houston, Texas 77008

Dear Dr. Douglas:

I would like to enroll for the two summer courses offered by the Consortium C. Because of a conflict of time, I will be unable to attend the regularly scheduled classes.

If possible I will be at the registration, but to insure my enrollment in the History and Principles of Vocational Education course, could you send me the registration forms, amount of tuition fee to be paid, and assignments for the course? I am receiving credit through Sam Houston State University.

I would again like to express my appreciation to you and Dr. Leighton for enabling myself and others in my position for receiving credit through the consortium program. Without this program it would be economically impossible for me to work toward a graduate degree.

Sincerely yours,

Bruce Speegle

NOTE: This is a typed copy of the original handwritten letter.

APPENDIX D

Course Outlines

COURSE SYLLABUS

Course Title: Organization and Use of Instructional Materials

Course Description: This course of study will give the student insight into the preparation and use of instructional materials. Emphasis will be placed on the use of hardwar and software aids and materials in the teaching of occupational subjects.

Objectives:

Each student will be able to:

1. Develop and use daily lesson plans and unit lesson plans.
2. Select and/or prepare suitable materials for class use.
   A. flip charts
   B. transparencies
   C. bulletin boards
   D. handouts
   E. charts and graphs
   F. models
   G. films (includes all pictorial media)
   H. audio materials such as tapes and records
3. Use the following media equipment
   A. 35mm carousel projector
   B. 16 mm projector
   C. opaque projector
   D. overhead projector
   E. tape recorders
   F. film strip projector
   G. video-tape equipment
4. Demonstrate the relationship of media and materials to lesson plans and lesson presentations.
   A. Decide which to use (most appropriate)
   B. Decide when to use it
5. Select and use suitable reference materials needed in the teaching-learning process.

Course Outline:

1. Introduction
2. Course Planning
   A. Philosophy
   B. Aims and Objectives
3. Materials and Information Needed
4. Organizing the Course
   A. Curriculum Guides
   B. Organizational Patterns
   C. Teaching Plans
   D. Teaching Units

5. Instructional Materials
   A. Flip Charts
   B. Transparencies
   C. Bulletin Boards
   D. Handouts
   E. Charts and Graphs
   F. Models
   G. Films (includes all pictorial media)
   H. Audio Materials such as Tapes and Records
6. Instructional Equipment
   A. 35 mm Carousel Projector
   B. 15 mm Projector
   C. Opaque Projector
   D. Overhead Projector
   E. Tape Recorders
   F. Film Strip Projectors
   G. Video-tape Equipment
7. Tests
   A. Types
   B. Procedures

Text: Organizing Course Materials for Industrial Education by Silvius and Bonn.

Supplemental Readings: 1. Course Construction in Industrial Arts, Vocational, and Technical Education by Giachino and Gallington; 2. The Instructor and His Job by Rose.

Methods of Evaluation:

1. Class participation
2. Outside readings
3. Examinations
4. Demonstrated proficiency in using media equipment
5. Demonstrated proficiency in preparing and using instructional materials.
6. Projects

COURSE SYLLABUS

COURSE TITLE: Curriculum Development in Vocational-Technical Education

COURSE DESCRIPTION: Principles and applied practices of curriculum development in Vocational-Technical education. The development and improvement process using a variety of approaches will be covered.

OBJECTIVES:

1. Students will know and understand the various forces which affect the curriculum.
2. Students will be able to locate and use curriculum materials.
3. Students will learn the various groups which influence curriculum development.
4. Students will learn various approaches to curriculum development.
5. Students will learn how labor trends and innovations affect the curriculum.
6. Students will learn the process(s) of curriculum up-dating and improvement.
7. Students will learn the process(s) for curriculum evaluation.
8. Students will learn the approval process for curriculums.

COURSE OUTLINE:

1. Introduction to Course
2. Historical Foundations
3. Psychological bases
4. Forces which affect the curriculum
   a. Social Forces
   b. Subject matter
   c. Resolving Forces
5. Accountability
6. Sources of materials for curriculum design.
7. Outside groups.
8. Types and techniques of analysis
   a. Task
   b. Job
   c. Content
   d. Etc.
9. Systems approach
10. Trends, innovations and new directions.
11. Curriculum improvement and up-dating.
12. Evaluation
13. Curriculum and course approvals
    a. Local
    b. State

REFERENCES:

Curriculum Improvement: Decision-Making and Process by Ronald C. Doll.

Developing Vocational Instruction by Mager and Beach.

State Plan for Vocational Education by Texas Education Agency.

METHODS OR EVALUATION:

1. Class participation.
2. Outside readings.
3. Exams and quizzes.
4. Term projects - may be group or individual.

TESTS AND MEASUREMENTS

Syllabus

OBJECTIVE: The student at the completion of this course should be able to identify a valid test, administer, and evaluate the meaning of tests data.

Class Days:

1. Registration and Orientation from the known to the unknown.
2. Analysis of types of tests.
3. Perceptual and cognitive style mapping.
4. Selecting evaluation techniques.
5. Objective tests for student evaluation.
6. Validity and reliability.
7. Test scores and what they mean: Assessment of Measurement Data.
8. Midterm evaluation (Annotated Bibliography Cards Due)
9. Buying and choosing tests and teacher made tests.
10. Proficiency tests.
11. Judgements and systematic observations.
12. Using data to improve instruction and testing.
13. Questioning techniques and tips on test construction.
14. Review.
15. FINAL (Take Home) Test -
    Contracted for "A" Grade Paper -

TESTS AND MEASUREMENTS
BIBLIOGRAPHY

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McCallon, Earl and Rutledge, McClaran 1974. Selecting An Appropriate Statistical Technique, Austin, Learning Concepts.

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EPD CONSORTIUM C

Principles of Vocational Education

I. INTRODUCTION

This course is intended to assist you in examining the influences which have forged vocational education programs as they now exist. This course should be able to provide understanding of current conditions and to afford opportunity to examine your own philosophy as it relates to prominent authors of vocational education, past and present.

II. COURSE CONTENT

Topical areas to be explored in this course:

1. History of Vocational-Industrial Education up to 1870.
2. History of Industrial Education, 1870 to 1917.
3. History of Industrial Education, 1917 to Present.
4. Federal Aid to Vocational Education.
5. Texas State Plan for Vocational Education.
6. Advisory Councils, Committees.
7. Book Reports of Prominent Vocational-Technical Authors.

III. EVALUATION

The student will make a book report on one of the prominent vocational education writers approved by the instructor.

A quiz will be given at the end of the course.

Grading:

30% on written book report
30% on oral presentation of book report
30% on quiz
10% on participation

* Evans, Rupert N. 1971: Foundations of Vocational Education, Columbus: Charles E. Merrill. (Course text)

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* Evans, Rupert N., 1971: Foundations of Vocational Education, Columbus: Charles E. Merrill Publishing Company. *(Course Text)

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APPENDIX D

Participant Data

OUTLINE FOR PROGRAM PERFORMANCE REPORTS
ADULT, VOCATIONAL, AND EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PROGRAMS

1. PROJECT NO.: 62360057
2. GRANT NO.: N/A
3. TITLE OF PROJECT: Post-Secondary Vocational-Technical Teacher Training
4. GRANTEE ORGANIZATION: EPD Consortium C
5. PROJECT DIRECTOR: Mr. Stuart B. McKenty
6. PERIOD COVERED: FROM July 1, 1975 TO June 30, 1976

7. ACCOMPLISHMENTS *(including significant findings)* DURING THIS PERIOD. *(Key to approved project objectives. For educational personnel training programs, include progress made toward placement of trainees and institutionalization of programs.)*

Specific objectives of the project are listed on pages 1 and 4 of this report. Each objective is also addressed in terms of project activities which begin on page 4.

8. MAJOR ACTIVITIES AND EVENTS.

Major activities and events during this project included a comprehensive needs assessment, 7 workshops, and four college courses. A total of 232 vocational technical teachers and administrators were served during the project. A delivery system for providing needed services was also developed.

9. PROBLEMS.* *(Describe any departures, including timing, from the original project plan; discuss special problems encountered or expected.)*

Two problems of some significance occurred during the project. First, one of the teacher educators was not hired until January 1, 1976. Secondly, a recent Coordinating Board Policy created some problems regarding off-campus resident credit courses. This problem is specifically addressed in Conclusion #3 and Recommendation #4.

10. PUBLICITY ACTIVITIES.* *(Itemize all newspaper or magazine articles or other published materials about your project. A copy of each item should be attached. List all visits to the project site by educators from other organizations.)*

The majority of publicity was carried out through letters and meetings. One article concerning this project was contained in the Region IV Education Service Center's 4-Postings (See Attached)

11. DISSEMINATION ACTIVITIES.* *(Describe method of dissemination; identify recipients of dissemination activities.)*

Information on items such as lesson plans, testing, instructional materials, curriculum development, Advisory committees and project activities was disseminated to teachers and administrators during formal classes and workshops.

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES.*

Project evaluation is discussed on pages 12 and 13 of this report. Additional information is contained in Appendix C.

13. OTHER ACTIVITIES.*

Project activities are discussed on pages 4 through 9 of this report.

14. STAFF EMPLOYMENT AND UTILIZATION.* *(Note any changes in staff personnel or staffing plans by additions, departures, or revisions of percentage of time or other commitments to the project.)*

The only change regarding project staff was in the hiring dates of the teacher educators. The first teacher educator was employed on August 15, 1975 and the second teacher trainer was not hired until January 1, 1976.

15. STAFF DEVELOPMENT.* *(Describe any inservice training for teachers, counselors, and supervisors and any other activities of a professional nature for project staff.)*

Members of the project staff attended several conferences throughout the project. Conferences include such areas as Management By Objectives, teacher education and vocational education.

* IF THERE IS NOTHING TO REPORT IN THIS SECTION, WRITE N/A.

16. PARTICIPANT CHARACTERISTICS:

a. FOR ADULT EDUCATION TEACHER TRAINING *(13.402)* AND ALL EDUCATION PROFESSIONS DEVELOPMENT PROGRAMS *(13.418, 13.417, 13.803, 13.804, 13.505, 13.506, 13.845, and 13.846)* PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

PARTICIPANTS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PRIMARY[1]											
ADMINISTRATORS					2	1	1	0	42	3	49
GUIDANCE COUNSELORS									1	3	4
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS					1					2	3
TEACHERS					16	19	3	9	82	47	176
PARAPROFESSIONALS											
OTHERS *(Specify)*											
SECONDARY[2]											
TOTALS					19	20	4	9	125	55	232

1 PARTICIPANTS FOR WHOM THE TOTAL PROJECT WAS DESIGNED
2 PARTICIPANTS WHO RECEIVED PARTIAL, SHORT-TERM, OR INTERMITTENT TRAINING.

b. FOR ADULT EDUCATION SPECIAL PROJECTS *(13.401)* PROVIDE THE FOLLOWING DATA FOR TARGET GROUPS:

AGE GROUPS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16 - 24											
25 - 34											
35 - 64 OR OVER											
TOTALS											

SIGNATURE OF PROJECT DIRECTOR: [signature] DATE: 6-30-76

GSA GC 75-4852

4-POSTINGS

REGION IV EDUCATION SERVICE CENTER — HOUSTON, TEXAS

VOL. 3 NO. 3 JANUARY 1976

ESC Is Facilitator For Bus Driver Training Courses

School districts interested in conducting bus driver training classes should contact Region IV's Driver Education Coordinator Mark Clapp as soon as possible. The Service Center is serving as a facilitator for the state's 20-hour training package which leads to bus driver certification.

The Highway Safety Act requires that *all bus drivers in the United States be trained and certified by 1978.*

The Texas Education Agency has recently supplied Region IV with 18 slide/tape packages for use in the classroom part of the training. With more than 2,500 bus drivers employed by districts in Region IV, the Service Center's role is to train *instructors* who can in turn train local drivers.

Thirty instructors have already completed the course and 15 are presently enrolled.

School bus drivers must be 18 years of age, possess a chauffeur's license, have an annual physical examination and hold a minimum $2,000 performance bond.

Counselor Workshop At Hilltop Lakes

This year's *Counselor Cooperative Workshop* will take place January 30-31 in the retreat setting of Hilltop Lakes, northwest of Madisonville. The in-depth, small-group format will be repeated since that is what last year's participants liked best.

The yearly workshop is sponsored by Education Service Center Regions IV, V, and VI and the Counselor Education programs at the University of Houston, Sam Houston State University and Lamar University.

(l. to r.) E. A. Lawhon (Pearland), Dr. Jerry Bourgeois (Brazosport) and Robert Mikulastic (Angleton) were members of a proposal-writing team for a Title IV-C project among the eight school districts in Brazoria County. Region IV assisted in the development of eight such proposals in December.

Title IV-C is a new program of federal assistance, essentially replacing Title III, which is directed toward exemplary demonstration and support centers.

Local Vocational-Technical Teachers May Register for College Courses

In a unique service for area junior college vocational-technical teachers, Consortium C will offer on-site inservice and formal coursework this year.

Vocational-technical teachers are not required to have any formal training in education; neither is a college degree required. They do need from three to five years experience in their occupational specialty. Because of this situation, many teachers desire help in *how to teach* their occupational skills to students.

Although these teachers want further training, they often cannot get to it since the courses they need are offered at universities remote from where they teach. In addition, many of the courses they teach are conducted at night, which prevents them from traveling elsewhere for night courses.

What Consortium C is doing through its **Post-Secondary Vocational-Technical Teacher Training** project is to bring formal and informal training to the junior colleges where the teachers are. Six universities are cooperating:

- Texas A&M
- Prairie View A&M
- Sam Houston State
- University of Houston
- Texas Southern
- Lamar

Fully accredited courses offered by these universities will be taught by

Continued on page 4

Approximately 50 local teachers attended the *Partners in Career Education* workshop held at Region IV in November. The objective was to write curriculum modules relating their teaching specialty to the world of work.

Partners in Career Education Teaches Affective, Cognitive Aspects of Work

A knowledge *of* nutrition doesn't produce a good dietician.

A knowledge of welding doesn't produce a good welder.

Knowing *how* to do a job is no guarantee of success. According to employers, employees also need a set of attitudes that enables them to respect themselves and others, take the initiative to see that a job is done, and show a concern for craftsmanship.

If these are the kinds of traits employers are seeking, how are they instilled? Researchers have concluded that such attributes are the result of a lifelong developmental process that begins in early childhood. Educators increasingly agree that helping students develop along these lines should be an integral part of formal schooling.

The statewide **Partners in Career Education** project is one example of the movement to integrate both the affective and cognitive aspects of work into the classroom. The philosophy of Career Education is to incorporate occupational and self-awareness into all subject areas, K-12, as part of the regular curriculum.

To help this happen, this year 500 Texas teachers are writing curriculum modules in the **Partners** project. 50 of the teachers are in Region IV. The local group represents these independent school districts:

- Aldine
- Alief
- Galena Park
- Houston
- North Forest
- Pasadena
- Spring
- Spring Branch

Ideas from the modules will be incorporated into a catalog of learning activities and disseminated statewide. The objective is to create a classroom approach to Career Education that is teacher directed, student centered and activity oriented.

Texas Info Service Absorbed To Form New CITE Resource

One of the biggest bottlenecks in educational research lies in getting results out to practitioners. Too often, research is relegated to library shelves and read only by other researchers.

To help disseminate the body of knowledge accumulated over the years by teachers and researchers, a program called **Coordinating Information for Texas Educators** (CITE) has been undertaken by the Texas Education Agency.

CITE will absorb and expand the data base of the *Texas Information Service*, which includes access to the Educational Resources Information Center (ERIC), the Current Index to Journals in Education, Demonstration Schools in Individualized Instruction (DSII), the National Developer Demonstration projects, and many others.

CITE will be operated by the TEA but requests for information from local educators will be funneled through the state's 20 Education Service Centers. In the pilot stage, 10 Service Centers will serve as field stations to develop request and report formats and to assess the information needs of local educators. Region IV is one of the 10 pilots.

Vocational Teachers

Continued from page 1

Consortium C at these junior colleges:

- Alvin Junior College
- Blinn College
- Brazosport Junior College
- College of the Mainland
- Galveston College
- Houston Community College
- Lee Junior College
- North Harris County Junior College
- San Jacinto College
- Wharton County Junior College

One unusual aspect of the program is that the 430 local vocational-technical teachers will be able to *choose the university from which they receive academic credit.* No matter which Consortium C course they take, they can get credit from any of the six participating universities. This should help greatly for those who wish to complete degree requirements at a local university.

Dr. Lynn Douglas will teach the classes beginning late this month. Douglas, a native of Mexia, is a former industrial drafting instructor. He holds a B.S. degree in Industrial Arts, an M.Ed. in Curriculum and Instruction, and an Ed.D. in Vocational Education.

Douglas conducted a formal needs assessment among junior college deans and vocational directors to gauge their perceptions of the type of training their teachers needed. Top priorities were **Teaching Methods, Evaluation and Instructional Plans.**

The emphasis in the courses will be on how to teach *per se*, not on subject content. Topics planned include role playing, simulation, micro-teaching, and case st .dies.